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ABSTRACT

This report examines transfer policies and processes for students among New Mexico colleges and universities. Nearly 9,000 students transferred from one institution to another within the state during 1995-96, an increase of 22 percent over 1994-95. During 1996, the New Mexico Commission on Higher Education (NMCHE) adopted a regulation designed to serve as a statewide plan for facilitating program articulation and student transfer. The regulation includes the implementation of a 35-credit-hour common core of general education, the definition of 64-credit-hour transfer modules in three areas of study (business, pre-engineering, and teacher education), and the definition of a complaint procedure that can be followed when students believe that transfer decisions have been inappropriate. Measures have also been taken to improve the tracking of transfer students and to improve the transfer of credits between institutions. Two appendixes provide the text of the NMCHE regulation and the 64-credit-hour transfer modules. (MDM)

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ED 414 802

TRANSFER OF STUDENTS
AMONG NEW MEXICO'S POSTSECONDARY INSTITUTIONS

Report of Activity During the 1996 Calendar Year

Prepared for

The Legislative Education Study Committee
The Legislative Finance Committee
The Office of the Governor

New Mexico Commission on Higher Education

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TRANSFER OF STUDENTS
AMONG NEW MEXICO'S POSTSECONDARY INSTITUTIONS
Report of Activity During the 1996 Calendar Year

New Mexico Commission on Higher Education

During the 1995-1996 academic year, more than 23,000 students transferred into a New Mexico college or university from another campus. About 14,000 of these students transferred from *out of state* institutions. About 9,000 students transferred from another institution *within* New Mexico-- either a public or a private institution. An unknown additional number moved from a branch to the main campus of one of New Mexico's universities.[1]

This report addresses the students who transfer between New Mexico campuses. The 9,000 students moving between New Mexico institutions in 1995-1996 constitute a 22% increase over the number in 1994-1995, continuing a pattern of increase during the past decade. Student transfer remains a dynamic issue because of the dependency of more and more students upon efficient transfer to fulfill their educational objectives.

The Commission on Higher Education has collaborated with the state's postsecondary institutions for many years to facilitate student transfer. The Commission has encouraged institutions to analyze their transfer operations; to establish written transfer agreements with other institutions; to improve the articulation, or fit, of their programs; and to assure that transfer students are treated fairly in the evaluation and application of their prior work toward degree requirements. Institutions have responded to the expanding presence of transfer students in a number of creative ways: improving their advisement procedures, publishing guides to assist students, and most recently joining statewide groups to work out statewide agreements that can smooth the movement of transfer students.

The Commission has reported annually since 1990 on the progress of improving program articulation and student transfer. The following pages provide an update, summarizing specific improvements during the past year and comparing current and past data about student transfer.

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[1] The three universities with branch campuses-- ENMU, NMSU, and UNM-- do not currently consider students who move from one of their branches to their main campus to be transfer students and therefore do not include those students in reports to the Commission.

Improvements in Program Articulation During 1996

During 1996, several significant actions occurred to better connect programs offered on New Mexico's 25 public postsecondary campuses and to facilitate the transfer of students between these campuses. These actions implement several requirements of the 1995 Post-Secondary Education Articulation Act (Article 21-1B NMSA 1978).

1. Adoption of a Commission regulation to guide improvements in student transfer.

In August 1996, the Commission adopted a new regulation designed to serve as a statewide plan for facilitating program articulation and student transfer, thereby meeting one requirement of the 1995 statute. The most notable components of the regulation[2] are (1) definition of general principles that are to guide institutions when they consider the applications of transfer students; (2) definition of a 35-hour lower-division common core of general education that must be accepted by all institutions and applied toward their requirements for most bachelor's degrees; (3) specification of the process for defining larger, 64-hour transfer modules in various areas of study; and (4) definition of a complaint procedure that can be followed when students believe that transfer decisions have been inappropriate.

The new regulation was developed in consultation with New Mexico's postsecondary institutions. A copy of the regulation is provided in Appendix A.

2. Implementation of the 35-hour common core of general education.

A statewide common core of lower-division general education courses became effective on January 1, 1996. This core consists of a list of courses that are taught at most New Mexico community colleges and universities and are agreed upon as transferrable between all institutions and applicable to the requirements for most bachelor's degree programs. The core is, in essence, a distribution requirement through which students develop skills in writing and mathematics and attain basic knowledge of science, social and behavioral science, humanities and fine arts.

The core is a distillation of common elements among the universities' general education requirements for degrees in the arts and sciences. As a provision of the 1995 legislation, each of New Mexico's community colleges and universities must accept courses that are part of the core and must apply that course credit toward the graduation requirements for all associate of arts and bachelor's degrees, unless a particular degree program is exempted by the Commission.

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[2] The regulation is recorded under Title 5 of the New Mexico Administrative Code, Chapter 55, Part 3, and took effect on November 1, 1996.

The fundamental purpose of the lower-division general education common core is to guide students who want to prepare themselves for transfer to a bachelor's degree program, but who have not yet selected a major field of study nor a university where they will complete their program. Students who have selected a major and/or a university will find additional guidance in the larger transfer modules being developed by statewide groups and in the transfer guides defined between specific pairs of institutions.

The current version of the general education common core is defined as part of 5 NMAC 55.3 (Appendix A). During 1997, the Commission will work with institution representatives to define a matrix of specific courses at each institution that will be recognized in fulfilling the common core. The Commission's longer-term intent is to work with the institutions to define specific student competencies that are to be demonstrated through the courses in the core. This longer-term objective flows from the Commission's mission statement, in which the Commission commits itself to assuring high quality postsecondary programming for all New Mexicans.

3. Definition of transfer modules in three areas of study.

During 1996, statewide faculty groups succeeded in defining transfer modules in three areas of study: business, engineering, and teacher education. These transfer modules consist of a two-year array of courses (approximately 64 hours in total, including most or all of the 35-hour general education common core) that should be taken by students to assure that their work will transfer toward requirements for the corresponding bachelor's degree.

The transfer modules reflect significant collaboration and agreement among faculty members of the state's community colleges and universities and stand as strong examples of institutional commitment to work more as a postsecondary system, recognizing the increasing interdependency of the institutions and the importance of smoothing pathways for students who study at two or more institutions before completing a degree program. The three areas in which transfer modules have been defined-- business, engineering, and teacher education-- are among the most highly enrolled areas of postsecondary education. Many students should therefore benefit from guidance provided through these modules.

Copies of the transfer modules for business, engineering, and teacher education (teacher education having three modules, differing in the level and specialty of teaching for which a student is preparing) are presented in Appendix B. The Commission will continue to foster collaboration among additional faculty groups with the objective of completing transfer modules in other areas of study during 1997.

4. Other action to improve program articulation and student transfer.

As additional evidence of the institutions' commitment to improve student transfer, individual universities and two-year campuses have continued to define articulation agreements and transfer guides. The transfer agreements are important statements of institutional resolve to treat transfer students equitably to other students. The guides-- usually in the form of brochures, but in some cases also in the form of computer accessed resources-- provide clear guidance to students who have identified a particular major field of study and a particular university where they wish to complete their bachelor's degree.

Tracking Transfer Students, Statewide

The importance of assuring unimpeded transfer of students between state postsecondary institutions is underscored by the fact that so many students now begin their higher education at one or another of the 19 community college campuses. During 1995-1996, 65% of the students who were just beginning their studies (students classified as "first time freshmen," in the Commission's statewide data base) enrolled in these two-year campuses. Although many community college students enroll with other intentions, a substantial number plan to transfer to a university to complete a bachelor's degree.[3]

In 1995, the Commission began tracking students enrolling at New Mexico institutions, counting the numbers who transfer and the numbers who complete certificate or degree programs within specified periods of time. Beginning with data from 1985, each fall's entering cohort of *full-time* students is tracked separately, allowing comparisons of early versus recent cohorts as well as larger multi-cohort groups of students as they move between institutions and complete their programs. The 1996 analysis reveals the following points about student transfer.

- Statewide, about 20% of the students beginning their study full time at two-year institutions eventually transfer to one of New Mexico's universities. However, the individual campuses differ markedly in the percentage of their students who transfer, some in some years exceeding 50%.

- Nearly all transfers occur within three years of first enrollment. In fact, many students transfer after only the equivalent of one year of study.

- Students also transfer from one university to another. Statewide, about 10% of the students beginning their study at one university transfer to another, again with substantial

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[3] Neither the Commission's data base nor the admission procedures of most institutions currently capture student intention to complete a bachelor's degree. Thus, an expected transfer rate is unknown.

differences among the six campuses. Additional students transfer from a university to a community college, but the current analyses do not tally these students.

More detailed information about these student tracking studies is available from the Commission office.

Transfer of Credits: Analysis of Credits Accepted and Credits Denied

The following tables summarize the progress of improving the efficiency of student transfer, beginning with the 1989-1990 academic year and continuing to the present. At the request of the New Mexico Legislature in 1990, the Commission annually gathers data quantifying New Mexico institutions' acceptance or rejection of transfer credits. This information demonstrates the commitment and success of the state's postsecondary institutions in working more cooperatively to facilitate student transfer.

Data from the 1995-1996 academic year (see Tables A, B, and C) indicate that institutions accepted 84% of the credits submitted for transfer. This is a substantial improvement over the situation in 1990, when the acceptance rate was about 70%. It also appears that when institutions deny transfer of credits they do so for appropriate reasons. The main reasons for denying credit, in 1995-1996 as in other recent years, are because:

- a course deals with a vocational skill and is unrelated to the purpose of the bachelor's degree being sought;
- a course is remedial in nature rather than college-level work; or
- a course has been taken a second time for the purpose of improving a grade.

Overall, academic year 1995-1996 saw continued progress in implementing institutional procedures that will smooth the transfer of students between campuses. Transfer data confirm the institutions' dedication to this objective. During the year, the Commission received no complaints about institutions' transfer decisions. Nonetheless, given the continuing increase in the number of transfer students in New Mexico, public institutions must continue to dedicate themselves to operating as a seamless system of educational opportunity, expanding options for more students to obtain the educational experiences they need to enrich their lives.

Table A

Evaluation of Transfer Credits by New Mexico Public Institutions, 1989-1990 through 1995-1996*

Year	Number of Transcripts Evaluated	Number of Credits Evaluated	Credits Accepted		Credits Denied	
			Number	Percent	Number	Percent
1989-90	1,728	66,763	46,053	69%	19,977	30%
1990-91	3,423	111,763	82,943	74%	28,190	25%
1991-92	4,631	136,697	109,535	80%	27,162	20%
1992-93	5,310	161,512	135,161	84%	26,351	16%
1993-94		181,145	150,454	83%	30,691	17%
1994-95 **	4,177	131,992	114,984	87%	17,008	13%
1995-96***	5,526****	180,677	151,398	84%	29,279	16%

* Source: CHE Transfer Credit Evaluation Report, for the years indicated, based upon reports from the receiving institutions. This table includes two-year and four-year institutions. However, students moving among the main and branch campuses of four-year institutions (UNM, NMSU, and ENMU) are not counted as transfers and are therefore not included in these analyses.

** Data were not available from Albuquerque TVI or Western New Mexico University.

*** Data are not available from Luna Vocational Technical Institute.

**** This number represents transcripts evaluated by state institutions from other state institutions. Not all "transfer" students present their transcripts for evaluation in the semester or year of their transfer. Other transfers come from non-state institutions. Thus, this total is substantially less than the total of 9,000 students reported as in-state transfers on page 1.

Table B

Acceptance of Transfer Credits by Four-Year Institutions, 1989-90 through 1995-96*

Number and Percent of Credits Accepted for Transfer from Other New Mexico Public Institutions

Receiving Institution	1989-90		1990-91		1991-92		1992-93		1993-94		1994-95		1995-96	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
NMTech	116	91%	439	73%	694	95%	1,154	100%	3,485	100%	2,963	100%	1,813	100%
NMSU	7,761	76%	14,120	78%	22,756	93%	21,849	92%	24,631	91%	20,427	94%	24,113	93%
UNM	13,340	72%	36,219	79%	47,018	80%	55,890	83%	60,195	84%	56,793	85%	63,585	83%
ENMU	4,017	95%	5,368	96%	6,999	98%	10,240	95%	10,912	94%	9,931	89%	12,499	91%
NMHU	2,268	71%	2,216	76%	3,892	80%	3,780	91%	3,730	81%	4,504	83%	6,472	90%
WNMU	1,661	88%	1,496	89%	2,443	89%	4,870	88%	6,124	82%	**		4,431	83%

* Source: CHE Transfer Credit Evaluation Report, for the years indicated, based upon reports from the receiving institutions. Students moving among the main and branch campuses of four-year institutions (UNM, NMSU, and ENMU) are not counted as transfers and are therefore not included in these analyses. For a few courses being evaluated by some institutions, no decision (accept, reject) was reported; these few courses were eliminated from these analyses.

** Data were not available for Western New Mexico University.

Table C

Reasons for Denying Transfer of Credit, 1995-1996*

	Number of Credits Evaluated	Percent Denied	Number of Credits Denied	Percentage of Denials, by Reason for Denial**: Remedial or Developmental Course: Not College Level	Vocational Course Unrelated to Degree Programs	No Equivalent Course at Institution	Grade Less than "C"	Repeated Course	All Other Reasons
Four-Year Institutions									
NMTech	1,813	0%							
NMSU	25,909	7%	1,796	<1%	16%	26%	15%	38%	4%
UNM	76,515	17%	12,930	30%	57%	5%	<1%	7%	<1%
ENMU	13,717	9%	1,218	60%	28%	2%		9%	1%
NMHU	7,226	10%	754	23%	48%	35%	64%	6%	2%
WNMU	5,314	17%	884	21%	1%		56%	<1%	32%
Total	**130,494**	**13%**	**17,582**	**28%**	**48%**	**7%**	**5%**	**10%**	**2%**
Two-Year Institutions* **									
Total	**51,998**	**23%**	**11,697**	**23%**	**8%**	**17%**	**2%**	**10%**	**40%**

* Source: CHE Transfer Credit Evaluation Report for 1994-95, based upon reports from the receiving institutions. The major reason for denial of credit by two-year institutions, falling within the "Other Reasons" category, is that the credit was awarded for upper division (junior-senior level) work and therefore is not applicable toward programs offered by lower-division (freshman-sophomore) institutions (32% of the total denials).

** Percentages in rows may add to more than 100% because of multiple reasons being given for some denials.

*** Numbers are for 14 two-year campuses that had provided data at the time of this report.

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Appendix A

Title 5: POSTSECONDARY EDUCATION
Chapter 55: PUBLIC POSTSECONDARY EDUCATION GENERAL PROVISIONS
Part 3: TRANSFER & ARTICULATION

1 ISSUING AGENCY: New Mexico Commission on Higher Education
1068 Cerrillos Road
Santa Fe, New Mexico 87501
Telephone: 505/827-7383 [3/16/51, 7/1/94]

2 STATUTORY AUTHORITY: The Post-Secondary Education Articulation Act (Section 21-1B-1 et seq. NMSA 1978) authorizes the New Mexico Commission on Higher Education ("Commission") to establish and maintain a comprehensive statewide plan to facilitate the articulation of educational programs and the transfer of students among public postsecondary institutions within the state. In consultation with the institutions, the Commission is to define, publish, and maintain various modules of transferrable courses; monitor the progress of articulation and transfer; establish a procedure for receiving and investigating student complaints about transfer decisions made by institutions; and make reports and recommendations to the legislature and the governor about program articulation and student transfer. [10/2/91, 11/1/96]

3 SCOPE: Provisions of Part 3 of Chapter 55 apply to all postsecondary institutions operating within and receiving financial support from the State of New Mexico. [10/2/91, 11/1/96]

4 DURATION: Permanent [11/1/96]

5 EFFECTIVE DATE: November 1, 1996 [11/1/96]

6 OBJECTIVE AND GENERAL PRINCIPLES:

6.1 The objective of Part 3 of Chapter 55 is to promote continuous collaboration among postsecondary institutions and the Commission that will enhance the quality of postsecondary education, statewide, and will result in appropriate articulation of educational programs offered by the institutions and unimpeded transfer of students among the institutions. [10/2/91, 11/1/96]

6.2 General Principles to Guide Articulation and Transfer.

6.2.1 The following principles undergird the more specific provisions of Part 3, Chapter 55, and are intended to guide future actions of the Commission and the institutions within the overall objective of improving quality, articulation, and transfer. [10/2/91, 11/1/96]

6.2.2 When making decisions affecting transfer students, receiving institutions should assure that transfer students are treated equally to those students originating their postsecondary studies at the institutions (native students). [10/2/91, 11/1/96]

6.2.3 When evaluating postsecondary credit for transfer, receiving institutions should adopt a statewide perspective in their acceptance of the courses through which the credit was earned. All courses comparable in nature and resulting in comparable student skills should be accepted in transfer and applied to relevant degree requirements as equivalent means of demonstrating that a student has met a receiving institution's degree requirements, whether or not the receiving institution offers a particular course. Absence of a course in an institution's curriculum is not, in itself, sufficient reason for denying transfer of that course or its application to degree requirements. [11/1/96]

6.2.4 Institutions are encouraged to continue to develop and use individually negotiated transfer agreements with other institutions as aids to program articulation and student transfer, particularly for those students who have fixed objectives regarding their major program of study and/or their inter-institutional route. [10/2/91, 11/1/96]

6.2.5 Particular care should be taken to assure that decisions about student transfer are consistent with the state's concern for increasing the representation and success of ethnic minority students, low-income students, and any other historically underrepresented clusters of students in upper-division baccalaureate degree programs. [10/2/91, 11/1/96]

6.2.6 Postsecondary education in New Mexico should be viewed in an increasingly systemic manner, considering institutions as components of a statewide network for higher education rather than as independent, unrelated providers of educational services. All relevant aspects of institution programming and operation and all relevant state-level decisions and actions should be reviewed regarding their impact upon program articulation and student transfer. [11/1/96]

6.2.7 Each public postsecondary institution in New Mexico should adopt and observe a grievance or complaint process to address intra-institutional and inter-institutional disputes arising from articulation decisions. Students should, in appropriate manners, be informed of the availability of these processes and shall be assisted in resolving articulation disputes at the institutional level prior to submitting a complaint to the Commission. [11/1/96]

7 DEFINITIONS:

7.1 "Articulation" means the transfer of course credit from one institution to another (21-1B-2A NMSA 1978). Generally, articulation refers to the interrelationships between parts and of the parts to a whole. As applied to higher education, articulation refers to systematic programs, processes, or services intended to mesh courses and programs of study both within and between institutions in order to heighten the quality of education, ensure educational continuity, and facilitate orderly, unobstructed progress of students between institutions and to completion of degree programs. Articulation has "horizontal" aspects-- dealing with courses and programs at a given level of learning, for example, the comparability of lower-division coursework from one institution to another-- and "vertical" aspects, dealing with courses and programs at different levels, for example, the fit of lower-division coursework at two-year institutions to upper-division work at universities. Articulation programs, processes, or services involve but are not limited to the distribution of information about transferrable courses to potential or current students; provision of assistance to transfer students during recruitment, admission, and advisement activities; distribution of financial aid to transfer students; and analysis of an institution's performance in evaluating credits for transfer and for application to program requirements. [11/1/96]

7.2 "Institution" means a public postsecondary institution operating in the state (21-1B-2C), accredited by the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, and receiving financial support from the State of New Mexico. Private postsecondary institutions not receiving financial support from the State of New Mexico are encouraged to participate in the articulation and transfer provisions of Part 3 but are not required to do so, nor are they subject to monitoring or oversight by the Commission. [11/1/96]

7.3 "Module" or "transfer module" means a standardized list of courses or skills established by the Commission for which credit is accepted for transfer from one institution to another (21-1B-2D) and applied toward requirements for graduation and receipt of a degree. The Post-Secondary Education Articulation Act requires that modules be developed "in specific disciplines of study such as business, engineering, technology, education, health and arts and sciences" and that these transfer modules be composed of 64 semester hours of lower-division credit, including a 35-semester-hour common core of general education. [11/1/96]

8 CONSULTATION WITH INSTITUTIONS:

8.1 The Commission will maintain regular, systematic consultation with public institutions during the development, maintenance, monitoring, and evaluation of all component activities and products related to implementation of Part 3, Chapter 55, including the lower-division general education common core, transfer modules, the student complaint system, procedures for monitoring institutions, reports, and the component policies and practices inherent to this part. [11/1/96]

8.2 In particular, the Commission and its staff will regularly consult with its Task Force on Articulation and Transfer, comprised of academic officers representing the state's two-year and four-year institutions. The Task Force will serve as primary advisor to the Commission

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regarding the content and appropriateness of all modules and modifications of modules presented to the Commission. As appropriate, the Commission also will consult with faculty and with other institution representatives. [11/1/96]

8.3 Prior to submission of reports to the legislature and governor, the Commission will provide the chief operating officers and academic officers of the institutions opportunity to comment upon draft versions of the reports. [11/1/96]

9 LOWER-DIVISION GENERAL EDUCATION COMMON CORE:

9.1 The Commission is authorized to define, publish, and maintain a common core of lower-division general education, comprised of "a comprehensive array of lower-division college-level courses designed to demonstrate skills in communication, mathematics, science, social and behavioral science, humanities, fine arts, or comparable areas of study coordinated for the purpose of providing a foundation for a liberal education for all programs normally leading to a baccalaureate degree" (21-1B-3C). Beyond the intent of providing a core of liberal education, the common core is intended to serve as a base for more extensive transfer modules in various fields of study, within overarching goals of enhancing the quality of education and facilitating the transfer of students among the state's postsecondary institutions. [11/1/96]

9.2 **General Policy for the Lower-Division General Education Common Core.**

9.2.1 The following list of lower-division general education courses is defined by the Commission, in consultation with New Mexico's postsecondary institutions, as the general education common core. This core consists of college work offered at most institutions, totals 35 semester hours of credit, and covers five areas of study with alternative course options defined within these areas. The five areas of study provide a foundation of liberal education upon which specialized degree programs may be built. [11/1/96]

9.2.2 Although the general education common core is designed primarily to facilitate transfer of students among institutions, the policy established in Part 3 of Chapter 55 and the common core respect the authority of each institution to define its own curricula, including general education requirements beyond the 35 semester hours of the common core. The common core is intended to contribute to each institution's fulfillment of accreditation requirements established by the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, which views general education as an essential component of all students' courses of study-- a component that is intended to assure common knowledge, intellectual concepts, and attitudes that every educated person should possess. [11/1/96]

9.2.3 Each public university within New Mexico will (a) accept in transfer toward bachelor's degree programs all work completed satisfactorily by a student at another regionally accredited public institution within New Mexico and consistent with this common core and (b) guarantee application of that work toward graduation requirements for a bachelor's degree. Each university may prescribe additional general education requirements unique to its institution or to certain programs, but such requirements must apply equally to students

originating their study at that institution and students transferring into that institution. The number of credits required for completion of a degree may not be increased by an institution as a result of accepting in transfer any course included in this lower-division general education core component or in the transfer modules of which it is a part. [11/1/96]

9.2.4 Satisfactory work within this lower-division general education common core will also be accepted in transfer and applied to graduation requirements of associate of arts degree programs at New Mexico's community colleges and other public two-year institutions. [11/1/96]

9.2.5 Certain profession-related programs such as engineering or nursing may be excepted from the requirement that they apply all 35 semester hours of credit toward general education or major requirements for a bachelor's degree, but the remaining work should be accepted as elective credits. Institutions offering programs that are to be excepted from inclusion of the full general education common core must receive approval of the Commission for exception of these programs. [11/1/96]

9.2.5.1 In order to gain consideration by the Commission for exclusion of the full common core from a program module in a particular field of study, all institutions offering a bachelor's degree in that field of study should, together, petition the Commission for the exception. A written request shall be presented to Commission staff at least one month prior to a meeting of the Commission where the petition is to be discussed. The petition must include a detailed justification for the exception and clear indication that two-year institutions have been equal parties in the development of the program module for which the exception is requested. [11/1/96]

9.2.5.2 An individual institution may petition the Commission for exceptional treatment of the lower-division common core in a particular program. Such a petition will be expected to provide convincing arguments why the institution's baccalaureate program differs from similar programs at other institutions and why the petitioning institution, alone, should be granted the exception. [11/1/96]

9.2.5.3 It is the intent of the Commission to minimize exceptions to the requirement that the lower-division common core be an integral part of program modules. Such exceptions shall be granted only after thorough study and upon convincing evidence. In addition, the Commission may determine that an exception will be granted for only a specified, limited period of time. [11/1/96]

9.2.6 A fundamental purpose in defining the lower-division general education common core is to improve student transfer by using the core to improve student advisement regarding course selection. Students who are uncertain about their transfer objectives or their academic major should be advised to enroll in core courses of study in order to maximize their options during future semesters. Students who have identified an intended major field of study should consult the 64-hour transfer module prepared for that field of study. Students who have identified a particular institution to which they wish to transfer, and particularly those intending to transfer to profession-related bachelor's degree programs, should consult the

advisement materials prepared for specific programs at particular universities for the most detailed guidance about transfer and application of credit. [11/1/96]

9.3 **Revision of the Common Core and Application to Individual Students' Programs.**

9.3.1 The content of the lower-division common core shall be reviewed periodically by the Commission, in consultation with all postsecondary institutions within the state and with the advice of the Task Force on Articulation and Transfer. Revisions in the common core may be made as a result of such reviews. To be included in the common core, courses or alternative demonstrations of educational attainment shall meet criteria established by the Commission in consultation with the Task Force. [11/1/96]

9.3.2 It is the intent of the Commission that future reviews of the lower-division common core include definition of student competencies to be achieved through lower-division general education studies. It is further the intent of the Commission that such definition broaden the options available for students to demonstrate these competencies while maintaining consistency in interpretation and realization of the competencies. [11/1/96]

9.3.3 Students shall be assured of application of the common core in place at the time that they initiate their postsecondary baccalaureate study or may elect application of a subsequently revised core, whichever is to their advantage. [11/1/96]

9.4 **Statements to Accompany the Common Core.**

9.4.1 Statements such as the following should be made available to students to communicate the purpose, application, and limitations of the lower-division general education common core. [11/1/96]

9.4.1.1 The following list of courses was developed through collaboration of New Mexico's public postsecondary institutions, consistent with requirements of state law (Chapter 224 of the Laws of New Mexico, 1995) to facilitate transfer of students between New Mexico's institutions of higher education. Students enrolling for first-year study at a New Mexico institution and wishing to prepare for possible transfer into a baccalaureate degree program at another institution are advised to take these courses during their freshman year. For students enrolled at any public institution in New Mexico, these courses are guaranteed to transfer to any New Mexico university and apply toward bachelor's degree program requirements. [11/1/96]

9.4.1.2 Students should consult advisors at their institution regarding which specific classes fit these categories. Students preparing for careers in engineering, health sciences, or other profession-related fields are advised that some of this course work may not transfer toward general education requirements but in most cases will apply toward elective requirements. Students who have identified a particular university at which they wish to complete their bachelor's degree should consult the transfer guide for that institution for more current and detailed advice. [11/1/96]

9.5 **The Lower-Division General Education Common Core.**

Area I: Communications	**select 9 semester hours**
(a) College-Level English Composition	3-4 hrs
(b) College-Level Writing (a second course building on the above)	3 hrs
(c) Oral Communication	3 hrs
Area II: Mathematics	**select 3 semester hours**
(a) College Algebra	3 hrs
(b) Calculus	3 hrs
(c) Other College-Level Mathematics	3 hrs
Area III: Laboratory Science	**select 8 semester hours**
(a) General Biology, with laboratory	4-8 hrs
(b) General Chemistry, with laboratory	4-8 hrs
(c) General Physics, with laboratory	4-8 hrs
(d) Geology/Earth Science, with laboratory	4-8 hrs
(e) Astronomy, with laboratory	4-8 hrs
Area IV: Social/Behavioral Sciences	**select 6-9 semester hours**
(a) Economics (macro or microeconomics)	3 hrs
(b) Introductory Political Science	3 hrs
(c) Introductory Psychology	3 hrs
(d) Introductory Sociology	3 hrs
(e) Introductory Anthropology	3 hrs
Area V: Humanities and Fine Arts	**select 6-9 semester hours**
(a) Introductory History Survey	3 hrs
(b) Introductory Philosophy	3 hrs
(c) Introductory Course in History, Theory, or Aesthetics of the Arts or Literature	3 hrs
Total to be selected	**35 semester hours**

[11/1/96]

10 TRANSFER MODULES:

10.1 The Commission is authorized to define, publish, and maintain modules of lower-division course work in various fields of study. These modules are normally to consist of at least 64 semester-hours of course work and are therefore intended to provide students with two-year programs of study which will be acceptable in transfer to any New Mexico university offering a bachelor's degree in the particular field of study and applicable to the requirements for that degree (21-1B-3B through -4C). [11/1/96]

10.2 The Commission will consult with the Task Force on Articulation and Transfer and with other appropriate parties to designate the fields of study in which transfer modules should be defined. [11/1/96]

10.3 It is the intent of the Commission to rely upon cognizant faculty in each field of study, statewide, for definition and maintenance of the transfer modules. Transfer modules should be defined and maintained by the teaching faculty of the institutions. The roles of the Commission shall include provision of limited staff activity to support maintenance of the modules, dissemination of information about the modules, and periodic monitoring of the sufficiency of the modules and of the process by which they are maintained. [11/1/96]

10.4 Transfer modules are to incorporate the lower-division general education common core, but also are to provide students with the more specialized lower-division background needed for transfer into bachelor's degree programs in various major fields of study. Exceptions to this requirement may be requested of the Commission following a process specified elsewhere in Part 3, Chapter 55. [11/1/96]

10.5 In order to meet the goal of maximizing the utility of program modules in facilitating student transfer, one specific objective of the Commission is to encourage definition of a relatively small number of relatively global modules, rather than a large number of discipline-specific modules. Faculty therefore are urged to collaborate in the development and maintenance of modules that will be as interdisciplinary as is feasible and appropriate, maximizing commonalities across particular majors and across the institutions. [11/1/96]

10.6 "Each institution shall accept for transfer course credits earned by a student at any other institution that are included in a transfer module. Transfer credits shall be accepted to meet lower-division graduation requirements of an institution's degree-granting programs" (21-1B-4A). [11/1/96]

10.7 "A public postsecondary institution shall not increase requirements for degree-granting programs as a result of the utilization of a transfer module. An institution may specify additional lower-division or upper-division requirements for one or more programs of study provided that those requirements apply equally to transfer students and students originating their study at the institution" (21-1B-4B). [11/1/96]

11 STUDENT COMPLAINT PROCESS:

11.1 The Commission is authorized to "establish a complaint procedure for transfer students who fail to receive credit for courses contained in a transfer module taken at another institution. The commission may set standards for determining bona fide complaints, including a requirement that students follow institutions' internal procedures for resolving complaints prior to submitting them to the Commission" (21-1B-5B). [11/1/96]

11.2 Public postsecondary institutions shall establish appropriate policies and practices for receiving and resolving complaints from students or other complainants regarding the transfer of coursework from other public institutions. Such policies shall include at least the following components. [11/1/96]

11.2.1 Complainants shall be required to first seek resolution of their complaint directly within the institution. [11/1/96]

11.2.2 A time frame within which the institution will investigate the complaint and respond to the complainant shall be specified. [11/1/96]

11.2.3 The institution shall assure that an impartial party will be involved in consideration of the complaint. [11/1/96]

11.2.4 The institution shall assure that no adverse action will be taken against the student or complainant as a result of registering the complaint. [11/1/96]

11.2.5 The institution shall identify the Commission on Higher Education as the agency to be contacted in cases where the complaint remains unresolved. [11/1/96]

11.3 When a student or other complainant contacts the Commission with a complaint, the Commission will require that the complaint be submitted in writing, including a summary of the process followed in an attempt to resolve the complaint through the institution's internal procedures. [11/1/96]

11.4 Following receipt of a written complaint, the Commission or its staff or other designated agent will contact the relevant institution to ascertain whether or not the complaint is bona fide, that is, whether or not the institution's internal complaint process has been followed sufficiently to warrant filing of the complaint with the Commission. [11/1/96]

11.5 Upon determination that the complainant has not followed the institution's internal process to a sufficient extent, the Commission or its staff or other designated agent will so inform the complainant. [11/1/96]

11.6 Upon determination that the complaint is bona fide, the Commission will request a response to the complaint from the institution, summarizing its position and justification for its course of action. Such response shall be provided in writing to the Commission within 30 days of receipt by the institution. [11/1/96]

11.7 The Commission staff or designated agent will prepare a written analysis of the complaint, considering all information submitted by both parties, and may at its discretion solicit additional information relevant to the complaint. The analysis will include a recommendation to the Commission regarding resolution of the complaint. The recommendation will be consistent with the general principles and other specifications of Part 3, Chapter 55. [11/1/96]

11.8 The Commission or its duly designated committee or subcommittee will consider the written analysis of each complaint and may, at its discretion, request additional information. The Commission will render its decision as to the appropriateness of the actions of the parties to each complaint (21-1B-5B). [11/1/96]

11.9 "For those complaints for which the Commission finds merit, the Commission shall calculate the number of credits refused at the receiving institution and recommend a corresponding reduction of legislative funding to the next session of the legislature" (21-1B-5C). The reduction will normally be two times the value of the formula funding for instruction and general purposes allocated for the credits denied transfer. However, the Commission may determine that alternate recommendations are appropriate. [11/1/96]

11.10 A summary of all complaints filed with the Commission and the decisions of the Commission will be included in annual reports provided to the legislature and the governor. [11/1/96]

12 MONITORING AND REPORTING:

12.1 The Commission is authorized to "establish and maintain a process to monitor and improve articulation through frequent and systematic consultation with institutions. Institutions shall monitor the progress of each transfer student and provide appropriate information to the student's originating institution" (21-1B-5A). In addition, the Commission is required to report to the legislature and the governor prior to December 31 of each year, regarding the status of articulation and transfer. Such reports are to include information about the numbers of students transferring between campuses, analyses of credits denied and accepted for transfer, analyses of the progress of transfer students following transfer, and a summary of the student complaints received by the Commission and the corresponding decisions and recommendations of the Commission (21-1B-5 and -6). [11/1/96]

12.2 Prior to September 30 of each year, each public postsecondary institution "shall provide articulation information required by the Commission for the development of the annual report" for that year (21-1B-6D). As appropriate, the Commission may solicit specific information from the institutions, provided that such requests will be made prior to August 15. Based upon the information provided by institutions and additional information gathered by the Commission, the Commission will prepare the annual report. A draft of the report will be provided to each institution for comment prior to preparation of the final report. [11/1/96]

Appendix B

NEW MEXICO'S POSTSECONDARY TRANSFER MODULES:

Lists of Courses to Guide Students in Preparing for Transfer between Institutions

New Mexico Commission on Higher Education

December 1996

The New Mexico Commission on Higher Education and representatives of the state's community colleges and universities are collaborating to define various transfer modules-- lists of courses totaling about 65 semester-hours of credit-- to guide students who anticipate transferring between institutions. Courses selected in accordance with these modules are guaranteed to transfer between institutions and to apply toward requirements for a bachelor's degree. As of December 1996, modules have been defined for students planning to major in business, engineering, or teacher education. Additional modules are under development, for completion during 1997.

The New Mexico Business Transfer Module. The Business Transfer Module, recognized by the Commission in January 1996, specifies 65 semester hours of coursework for students who anticipate majoring in business for their bachelor's degree. The module is based upon the statewide general education common core, accommodating all courses included in the 35-semester-hour core. The module then specifies seven lower-division business courses (21 additional semester hours in accounting, economics, and related topics) taught at most community colleges. By completing this total of 56 hours of coursework-- the equivalent of more than three semesters of full-time study-- a student can be assured that the work will transfer completely toward the bachelor's degree at any university. The final 9 hours of coursework in the Business Transfer Module is somewhat university-specific: some courses fit one university's program, but may not fit another's.

A student beginning postsecondary study at a community college does not have to decide on a business major until the second year of study and does not have to elect a particular university until the last semester of study, the semester prior to transfer. This is a reasonable set of expectations of students: it allows them to explore various areas of study during their first two or three semesters, before having to decide upon a major and a transfer institution.

The New Mexico Pre-Engineering Transfer Module. The Pre-Engineering Transfer Module, scheduled for approval by the Commission in January 1997, accommodates most of the general education common core, with the major exceptions being in the specific mathematics and science courses required of pre-engineering majors. Engineering students need strong skills concentrated in calculus and physics, rather than the broader array of math and science coursework recognized by the common core. Pre-engineering students who want to complete their bachelor's degree within four years must begin selecting engineering-related courses as soon as they enter college, certainly no later than their second semester of study. Otherwise, some of the coursework they select may not fit the precisely-defined curriculum of accredited engineering degree programs.

The Pre-Engineering Transfer Module specifies 40 semester hours of study that is common to the engineering programs at all four of New Mexico's universities offering bachelor's degrees in engineering. The remaining portion of a student's two-year coursework should be selected with a particular university in mind, to assure that all courses taken will apply to degree requirements.

The New Mexico Teacher Education Transfer Modules. Three Teacher Education Transfer Modules have been defined for students who wish to prepare for a career in teaching. These modules are scheduled for approval by the Commission in January 1997. The three modules differ with respect to the level (elementary versus secondary) and specialty area of teaching (math, science, special education, or physical education, for example) of interest to a student. The Teacher Education Transfer Modules have been organized by the deans of New Mexico's colleges of education around categories of courses somewhat different from those used in the general education common core. The modules therefore at first appear more discrepant from the core than is actually the case. With very few exceptions, the modules accommodate the courses in the general education common core, allowing students to take a full year of general study before deciding to follow one of the teaching modules.

The three Teacher Education Transfer Modules also largely overlap each other. One difference is that students preparing to be high school math, science, or physical education teachers (following one of the modules) are encouraged to take somewhat different math and science courses than are students preparing for elementary or special education (another of the modules). However, a student first following one module and then deciding to switch to another would be unlikely to lose credit for early work. In the coming year, the Commission will seek ways to minimize the differences among the teaching modules and will pursue better ways to display the modules for easy use by students and advisors.

NEW MEXICO BUSINESS TRANSFER MODULE

GENERAL EDUCATION COURSES	35 HOURS

BUSINESS CORE COURSES ALL FOUR YEAR INSTITUTIONS ACCEPT

Principles of Accounting I	3
Principles of Accounting II	3
Principles of Economics (Micro)	3
Principles of Economics (Macro)	3
Business Law I	3
Business Statistics	3
Business Information Systems	3
BUSINESS CORE COURSES	21

ANY THREE COURSES FROM BELOW 9 HOURS

Other Relevant Courses	Eastern	NM Highland	NMSU	NM Tech	UNM	Western
Introduction to Business	X	X	X	X	X	X
Principles of Finance	X	✓	✓	✓	X	X
Principles of Marketing	✓	✓	✓	✓	✓	X
Principles of Management	✓	✓	✓	X	X	X
Intermediate Accounting I	X	X	X	X		X
Business Law II	X	X	X	X	X	X

✓ Indicates course which satisfies a business core requirement
X Indicates course which transfers as a free elective

NEW MEXICO BUSINESS TRANSFER MODULE **65 HOURS**

All of the above is subject to footnotes contained in the attached matrix

New Mexico
Articulation Course Matrix
Business Administration

Updated March 3, 1996

Institutions	Intro to Business	Introduction to Business Information Systems	Principles of Economics (Macro)	Principles of Economics (Micro)	Principles of Finance (8)	Principles of Marketing (8)	Principles of Management (8)	Principles of Accounting I	Principles of Accounting II	Intermediate Accounting I (8)	Business Law I (3)	Business Law II (3)	Statistics
Eastern NM Univ	BUS 151	CIS 151	Econ 221	Econ 222	FIN 201	MKT 301 (10)	MGT 201	ACCT 201	ACCT 202	ACCT 301	BUS 315	BUS 316	STAT 213
NM Highlands	BUS 181	BCIS 233	Econ 216	Econ 217	FIN 341	MKTG 302	MGT 303	ACCT 287 (4)	ACCT 288	ACCT 387	BLAW 360	BLAW 361	BUS 210 or MATH 360
NM State University		BCS 110G BCS 210 or CS 110G	Econ 251G	Econ 252G	FIN 306	MKGT 303 (10)	MGT 201G	ACCT 201	ACCT 202	ACCT 301	BLAW 316(1) BLAW 317	BLAW 318	STAT 251 EST 251 or EST 311 G
NMIMT		BCS 209	Econ 251	Econ 252	FIN 302 (10)	MKT 335 (10)		ACCT 201	ACCT 202	ACCT 371	BA 315	BA 317	BCS 283 or MATH 283
Univ of New Mexico	MGT 113	CS 150	Econ 200	Econ 201	Free Elective (9)	MGT 222/322 (7)	Free Elective (9)	MGT 202(5)			MGT 309(2)	MGT 310 (2)	MGT 290
Western NM University	BUSAD 100	CS 160	Econ 201	Econ 202	Free Elective (9)	Free Elective (9)	Free Elective (9)	BUSAD 230	BUSAD 231	Free Elective	BUSAD 300	BUSAD 301	MATH 321
Clovis Comm College	BAD 151	CIS 101 or CIS 120	Econ 221	Econ 222	FIN 201	MKT 201	MGT 201	ACCT 201 (4)	ACCT 202(4)		BAD 215	BAD 216	STAT 213
ENMU-Roswell	BUS 151	BEAS 151 or CIS 185	Econ 221	Econ 222	FIN 201	MKT 201	MGT 201	ACCT 201 (4)	ACCT 202 (4)	ACCT 251	BUS 230		STAT 213
Luna Vo-Tech	BUS 105	CIS 100 or CIS 204	Econ 208	Econ 209		MKT 201	MGT 207	ACCT 200 (4)	ACCT 201 (4)	ACCT 231	LAW 242		ACCT 224
Navajo Comm College	BUS 141	BUS 280	ECO 200	ECO 201				BUS 251	BUS 252		BUS 204		MATH 213
NM Junior College	BU 113	CS 113A or CS 123A	EC 213	EC 223	BU 213A	BU 223A	BU213	AC 113	AC 123	AC 213	BS 213	BS 223	BU 233
NM Military Inst	BUS 111	CIS 117	ECN 211	ECN 212				BUS 213	BUS 214		BUS 202	BUS 203	MAT 251
NMSU-Alamogordo	BA 104	CS 110G or BCS 210	Econ 251G	Econ 252G				ACCT 201	ACCT 202		BA 230		STAT 251
NMSU-Carlsbad	BA 104	CS110G or BCS 210	Econ 251G	Econ 252G				ACCT 201	ACCT 202		BA 230		STAT 251
NMSU-Dona Ana													
NMSU-Grants	BA 104	CS 110G or BCS 210	Econ 251G	Econ 252G				ACCT 201	ACCT 202		BA 230		STAT 251

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Institutions	Intro to Business	Introduction to Business Information Systems	Principles of Economics (Macro)	Principles of Economics (Micro)	Principles of Finance (8)	Principles of Marketing (8)	Principles of Management (8)	Principles of Accounting I	Principles of Accounting II	Intermediate Accounting I(8)	Business Law I (3)	Business Law II (3)	Statistics
N. NM Comm College	BA 120	CIS 102	Econ 200	Econ 201	BA 210	BA 251	BA 202	BA 130 (4)	BA 131 (4)	BA 230	BA 266 (4)		MATH 115
San Juan College	BADM 114	COSC 111or 115 or 125	Econ 251	Econ 252		BADM 242	BADM 233	ACCT 201(4)	ACCT 202(4)	ACCT 221	BADM 230 or 210	BADM 231	MATH 241 (4)
Santa Fe Comm College	BSA 111	CIS 111 and 111L, BOIT 131 L or BOIT 132L	Econ 200	Econ 201	BSA 245	BSA 240	BSA 211	ACC 121 (4)	ACC 122 (4)	ACC 221L	BSA 232	BSA 233	BSA 260 and 260L or MATH 135
SIPI	BADM 114	COSC 107 or COSC 125	Econ 200					ACCT 201	ACCT 202		BADM 230		
TVI-Albuquerque	BA 113	BA 150 or CSCT 101	Econ 200	Econ 201		BA 222	BA 133	ACCT 101 (6) or ACCT 101A and 101B	ACCT 102 (6) or ACCT 102A and 102B	ACCT 201	BA 211		MATH 245 and MATH 245L
UNM-Gallup	MGT 113	CS 150	Econ 200	Econ 201				MGT 202			BT 218		MGT 245 or MGT 290
UNM Los Alamos	MGT 113	CS 150	Econ 200	Econ 201				MGT 202			BUST 218		MATH 245 or MGT 290
UNM-Valencia	MGT 113	CS 150	Econ 200	Econ 201				MGT 202 or MGT 101&102			BUST 218		MATH 245 or MGT 290

Notes (1) NMSU BLAW 316 not acceptable for accounting majors.

(2) UNM Credit toward BBA degree given for only one Accounting majors must take MGT 310

(3) Business Law must be taught by an attorney

(4) Principles of accounting courses carrying four credit hours will generally transfer as three credits

(5) UNM Students not having completed six credit hours of accounting shall be required to demonstrate appropriate competency in the subject area

(6) TVI ACCT 101 and ACCT 102 are 6 credits each.

(7) UNM Mgt 222- Non-BBA majors only/Mgt 322 must have Engl 102, Econ 201 equivalents as prerequisites for conditional waiver.

(8) 200 level courses that may be accepted do not count toward upper division core hour requirements

(9) Will accept as a free elective credit only.

(10) Two year institution Principles of Marketing and Finance must meet four year institutional prerequisites before credit is granted.

Point of Contact: Teri Silva Thompson, ASM BBA Program Director, (505) 277 7117, E mail: terisilvathompson@edu.unm

-- NEW MEXICO'S STATEWIDE TRANSFER MODULE FOR PRE-ENGINEERING --

Students seeking a bachelor's degree in engineering should take the following courses during their first two years of study. Consult an advisor at your current institution to identify the specific classes that will fulfill the following course requirements. When successfully completed, these courses are guaranteed to transfer toward degree requirements at the four universities offering bachelor's degrees in engineering.

Area I. Communications--	take two writing courses that are part of the statewide General Education Common Core:
(a) College-Level English Composition	3 or 4 hrs
(b) College-Level Writing (a second course building upon the above)	3 hrs
Area II. Mathematics--	take each of these courses:
(a) Calculus I	3 or 4 hrs
(b) Calculus II	3 or 4 hrs
(c) Calculus III	3 or 4 hrs
(d) Differential Equations	3 hrs
Area III. Science--	take each of these courses:
(a) Physics I (must be calculus based, not a laboratory course)	3 hrs
(b) Physics II (calculus based)	3 hrs
(c) General Chemistry (inorganic)	4 hrs
Area IV. Social/Behavioral Sciences--	select 6 hours from the following:
(a) Introductory Psychology or Introductory Anthropology	3 hrs
(b) Economics (macro or micro economics)	3 hrs
Area V. Humanities and Fine Arts--	select 6 hours from the following clusters of courses that are part of the General Education Common Core:
(a) Introductory History Survey	3 hrs
(b) Introductory Course in History, Theory, or Aesthetics of the Arts or Literature	3 hrs

Additional Courses Specified by Universities Offering Bachelor's Degrees in Engineering

(See footnotes on the following page for further detail. Not all of New Mexico's community colleges offer all of the following courses. Consult an advisor for further assistance.)

University of New Mexico	New Mexico State University	New Mexico Tech	New Mexico Highlands University
Technical Writing*	Technical Writing	Technical Writing	Technical Writing
	Oral Communication		Oral Communication
Linear Algebra*			Linear Algebra
Physics Lab*	Physics Lab*	Physics Lab	Physics Lab
Chemistry II*	Chemistry II	Chemistry II	Chemistry II
Programming**	Programming**	Introd. Sequence***	Programming**
Statics*	Statics	Statics	Statics
Circuits I*	Circuits I	Circuits I*	Circuits I
Dynamics*	Dynamics	Dynamics*	Dynamics
Thermodynamics*	Thermodynamics*	Thermodynamics*	Thermodynamics
Graphics*	Graphics*	Introd. Sequence***	Design****
	Introd. Engineering	Introd. Sequence***	Introd. Engineering
Soc.Sci./Human.*****		Soc.Sci./Human.*****	Soc.Sci./Human.*****

Footnotes to the Engineering Transfer Module

* Some engineering specialties at the institution require this course and others do not. The specific university should be consulted to identify these distinctions.

** C or C++ languages are the suggested options for a programming course.

*** Some programming and graphics content is included in the introductory sequence at NMTech.

**** Some graphics content is included in the design course at NMHU.

***** Six additional credit hours from the Social/Behavioral Sciences and Humanities/Fine Arts areas of the General Education Common Core should be selected. Within the total of 18 hours taken in these areas, there should be at least one sequence of an introductory course and a more advanced course in the same field.

State of New Mexico
Commission on Higher Education

1068 Cerrillos Road
Santa Fe, New Mexico 87501-4295

Area Code 505
827-7383
Telefax
827-7392

February 1997

Memorandum

To: Interested Parties

From: Bill Simpson

Re: **Transfer Modules for Teacher Education**

Attached are three transfer modules, designed to assist students interested in preparing for careers in education. These modules are lists of courses generally available at all of New Mexico's community colleges and agreed upon by New Mexico's five public colleges of education as acceptable toward their bachelor's degrees in teacher education.

The three modules are defined for particular areas of specialization within teacher education:

- Elementary, Bilingual, and Special Education
- Language Arts, Social Studies, and Foreign Language
- Math, Science, and Physical Education.

Students who already have a preference between preparing to be elementary versus secondary teachers, or who know that they want to be special education teachers, or who know that they want to be math, science, language, or physical education teachers, should select the module for their preferred specialization. However, the modules largely overlap each other, so that students are not required to select a specialization until their third or fourth semester of study and may change specializations with little or no loss of credit toward their bachelor's degree.

In addition, the three modules largely overlap the New Mexico General Education Common Core, so that students selecting that core of courses during their freshman year should be able to switch to one of the teacher education modules without loss of credit toward their bachelor's degree.

The three modules are presented in two forms: on one side of each page is the recommended selection of courses from the General Education Common Core that should be followed during the first year of study; on the reverse side is the full two-year transfer module for those specialties in teacher education.

Elementary, Bilingual, and Special Education Articulation Module
(35 semester hours)

Area I:	**Communications**	**(9 semester hours)**	
(a)	English Composition I	3	Freshman Comp I
(b)	English Composition II	3	Freshman Comp II or advanced composition
(c)	Communications	3	Public Speaking or Interpersonal Communications
Area II:	**Mathematics**	**(3 semester hours)**	
(a)	Math for Elementary	3	Must be Mathematics for Elementary Teachers I
(b)	Optional (College Algebra and Calculus I, 6 credits)		
Area III:	**Laboratory Science**	**(8 semester hours)**	
(a)	General Biology, with lab	4	
(b)	General Chemistry with lab	4	
(c)	General Physics with lab	4	
(d)	Geology with lab	4	
(e)	Astronomy with lab	4	
Area IV:	**Social/Behavioral Sciences**	**(6 semester hours)**	
(a)	Economics	3	Microeconomics or Macroeconomics
(b)	Political Science	3	Intro to Political Science or American Government
(c)	Sociology	3	Introduction to Sociology
(d)	Anthropology	3	Introduction to Anthropology
Area V:	**Humanities and Fine Arts**	**(9 semester hours)**	
(a)	History	3	World History I or II, or American History I or II
(b)	Philosophy	3	Introductory Philosophy
(c)	Fine Art	3	Art, Music, or Theatre Appreciation course

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Elementary, Bilingual, and Special Ed Articulation Module
(60 - 74 credits)

GROUP I:	**Science (12 cr)**	**Must be from 3 different areas with labs**
Biology	4	Must include lab
Astronomy	4	Must include lab
Chemistry	4	Must include lab
Geology	4	Must include lab
Physics	4	Must include lab
GROUP II:	**Mathematics (6 cr)**	
Math	3	Must be mathematics for Elementary Teachers I
Math	3	Must be mathematics for Elementary Teachers II
(Optional)	(6)	(College Algebra and Calculus I)
GROUP III:	**English and Communications (9-12 cr)**	
English	3-6	Freshman Composition
Literature	3	Any literature
Communications	3	Public Speaking or Interpersonal Commuications
GROUP IV:	**Social Science and Culture (6 cr) (Choose 2 areas)**	
Economics	3	Introduction, Microeconomics, or Macroeconomics
Geography	3	Introduction to Geography or World and Regional Geography
Political Science	3	Introduction to Political Science or American Government
Sociology	3	Introduction to Sociology
Anthropology	3	Introduction to Anthropology
GROUP V:	**History (6 cr)**	
World History	3	Western Civilization I or II
U.S. History	3	Early American or Recent American
GROUP VI:	**Fine Arts (6 cr) (Choose 2 courses)**	
Art	3	Non-applied appreciation course
Music	3	Non-applied appreciation course
Theatre	3	Non-applied appreciation course
Applied Fine Arts	3	Any course with an ART, MUS, or THTR listing
GROUP VII:	**Critical Thinking and Analysis (3 cr) (Choose one course)**	
Computer Science	3	Introduction to Computer Science
Business Computer Sys	3	Cannot be Occupational or Office Computers
Philosophy	3	Introduction to Philosophy
Statistics	3	Statistical Inference
GROUP VIII:	**Education and Human Thought (4 cr)**	
Freshman Orientation	1	University Survival or Freshman Orientation
Human Growth and Beh.	3	Life-Span Development Course or Intro to Psychology
ADDITIONAL COURSES BASED ON FIELD OF STUDY (8-19 cr)		
Elementary	(18-19 cr)	
Language arts electives	6	Any combination of English, theatre, or communications
History	6	3 credits American history and 3 credits world history
Educational psychology	3	
Introduction to education	2-3	
Field Experience	1	
Special Education majors	(14-15 cr)	
Intro to Special Educ	2-3	
Language arts electives	6	Any combination fo English, theatre, or communications
History	6	3 credits American history and 3 credits world history
Bilingual Education majors	(8-9 cr)	
New Mexico history	3	
Educational psychology	3	
Introduction to education	2-3	

Language Arts, Social Studies and Foreign Language Articulation Module
(35 semester hours)

Area I:	**Communications**	**(9 semester hours)**	
(a)	English Composition I	3	Freshman Comp I
(b)	English Composition II	3	Freshman Comp II or advanced composition
(c)	Communications	3	Public Speaking or Interpersonal Communications
Area II:	**Mathematics**	**(3 semester hours)**	
(a)	College Algebra	3	
(b)	Calculus I	3	
Area III:	**Laboratory Science**	**(8 semester hours)**	
(a)	General Biology, with lab	4	
(b)	General Chemistry with lab	4	
(c)	General Physics with lab	4	
(d)	Geology with lab	4	
(e)	Astronomy with lab	4	
Area IV:	**Social/Behavioral Sciences**	**(6 semester hours)**	
(a)	Economics	3	Microeconomics or Macroeconomics
(b)	Political Science	3	Intro to Political Science or American Government
(c)	Sociology	3	Introduction to Sociology
(d)	Anthropology	3	Introduction to Anthropology
Area V:	**Humanities and Fine Arts**	**(9 semester hours)**	
(a)	History	3	World History I or II, or American History I or II
(b)	Philosophy	3	Introductory Philosophy
(c)	Fine Art	3	Art, Music, or Theatre Appreciation course

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Language Arts, Social Studies and Foreign Language Articulation Module (60-76 credits)

GROUP I:	**Science (12 cr)**	**Must be from 3 different areas with labs**	
Astronomy	4	Must include lab	
Biology	4	Must include lab	
Chemistry	4	Must include lab	
Geology	4	Must include lab	
Physics	4	Must include lab	
GROUP II:	**Mathematics (3 cr)**		
Math	3	College Algebra *or higher level math*	
GROUP III:	**English and Communications (9-12 cr)**		
English	3-6	Freshman Composition	
Literature	3	Any literature	
Communications	3	Public Speaking or Interpersonal Commuications	
GROUP IV:	**Social Science and Culture (6 cr) (Choose 2 areas)**		
Economics	3	Introduction, Microeconomics, or Macroeconomics	
Geography	3	Introduction to Geography or World and Regional Geography	
Political Science	3	Introduction to Political Science or American Government	
Sociology	3	Introduction to Sociology	
Anthropology	3	Introduction to Anthropology	
GROUP V:	**History (6 cr)**		
World History	3	Western Civilization I or II	
U.S. History	3	Early American or Recent American	
GROUP VI:	**Fine Arts (6 cr) (Choose 2 courses)**		
Art	3	Non-applied appreciation course	
Music	3	Non-applied appreciation course	
Theatre	3	Non-applied appreciation course	
Applied Fine Arts	3	Any course with an ART, MUS, or THTR listing	
GROUP VII:	**Critical Thinking and Analysis (3 cr) (Choose one course)**		
Computer Science	3	Introduction to Computer Science	
Business Computer Sys	3	Cannot be Occupational or Office Computers	
Philosophy	3	Introduction to Philosophy	
Statistics	3	Statistical Inference	
GROUP VIII:	**Education and Human Thought (9-10 cr)**		
Freshman Orientation	1	University Survival or Freshman Orientation	
Human Growth and Beh.	3	Life-Span Development Course or Intro to Psychology	
Educational Psychology	3		
Introduction to Educ.	2-3		
Education Field Exp	1		
ADDITIONAL COURSES BASED ON FIELD OF STUDY (6-18)			
Language Arts Education	(6 cr)		
Linguistics	3		
Journalism	3		
Social Studies Education	(18 cr)		
History	6	Second half of courses taken in Group V	
Economics	6	If not taken under Group IV	
Geography	3	If not taken under Group IV	
Political Science	3	If not taken under Group IV	
Sociology	3	If not taken under Group IV	
Anthropology	3	If not taken under Group IV	
Foreign Language Education	(12 cr)		
Spanish I, II, III, &IV	12	Courses in the language	

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Math, Science, and Physical Education Articulation Module
(35 semester hours)

Area I:	**Communications**	**(9 semester hours)**	
(a)	English Composition I	3	Freshman Comp I
(b)	English Composition II	3	Freshman Comp II or advanced composition
(c)	Communications	3	Public Speaking or Interpersonal Communications
Area II:	**Mathematics**	**(3 semester hours)**	
(a)	College Algebra	3	
(b)	Calculus I	3	
Area III:	**Laboratory Science**	**(8 semester hours)**	
(a)	General Biology, with lab	4	Must be for science majors
(b)	General Chemistry with lab	4	Must be for science majors
(c)	General Physics with lab	4	Must be for science majors
(d)	General Astronomy/lab	4	
Area IV:	**Social/Behavioral Sciences**	**(6 semester hours)**	
(a)	Economics	3	Microeconomics or Macroeconomics
(b)	Political Science	3	Intro to Political Science or American Government
(c)	Sociology	3	Introduction to Sociology
(d)	Anthropology	3	Introduction to Anthropology
Area V:	**Humanities and Fine Arts**	**(9 semester hours)**	
(a)	History	3	World History I or II, or American History I or II
(b)	Philosophy	3	Introductory Philosophy
(c)	Fine Art	3	Art, Music, or Theatre Appreciation course

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Math, Science, Physical Education Articulation Module (63 - 79 credits)

GROUP I: Science (12 cr)		**Must be from 3 different areas with labs**
Biology	4	Must include lab and be for science majors
Chemistry I	4	Must include labs for science majors
Physics I	4	Must include labs and be for science majors
Astronomy	4	Must include lab
GROUP II: Mathematics (6 cr)		
Math	3	College Algebra
Math	3	Calculus I
GROUP III: English and Communications (9-12 cr)		
English	3-6	Freshman Composition
Literature	3	Any literature
Communications	3	Public Speaking or Interpersonal Commuications
GROUP IV: Social Science and Culture (6 cr) (Choose 2 areas)		
Economics	3	Introduction, Microeconomics, or Macroeconomics
Geography	3	Introduction to Geography or World and Regional Geography
Political Science	3	Introduction to Political Science or American Government
Sociology	3	Introduction to Sociology
Anthropology	3	Introduction to Anthropology
GROUP V: History (6 cr)		
World History	3	Western Civilization I or II
U.S. History	3	Early American or Recent American
GROUP VI: Fine Arts (6 cr) (Choose 2 courses)		
Art	3	Non-applied appreciation course
Music	3	Non-applied appreciation course
Theatre	3	Non-applied appreciation course
Applied Fine Arts	3	Any course with an ART, MUS, or THTR listing
GROUP VII: Critical Thinking and Analysis (3 cr) (Choose one course)		
Computer Science	3	Introduction to Computer Science
Business Computer Sys	3	Cannot be Occupational or Office Computers
Philosophy	3	Introduction to Philosophy
Statistics	3	Statistical Inference
GROUP VIII: Education and Human Thought (9-10 cr)		
Freshman Orientation	1	University Survival or Freshman Orientation
Human Growth and Beh.	3	Life-Span Development Course or Intro to Psychology
Educational Psychology	3	
Introduction to Educ.	2-3	
Educ. Field Experience	1	
ADDITIONAL COURSES BASED ON FIELD OF STUDY (6-18)		
Science Education majors		
Chemistry II	4	Must include lab
Physics II	4	Must include lab
Geology	4	Must include lab
Botany	3	
Zoology	3	
Math Education majors		
Calculus II & III	6	
Physical Education majors		
Human Physiology	3	
Anatomy	3	

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